

# **COROMANDEL AREA SCHOOL**



## **MAHI-TAHI** Working Together

Caring

And

Sharing

To matou korero koronga ...

Ki te whakatu he wahi whakawhanaunga, whakapataritari hoki kia akiaki te mana ki nga tamariki katoa o o ratou ake akoranga, whanonga hoki, a kia tutuki pai ki te mahitahi i te whanau, te whanau whanui hoki.

Our Mission Statement is ...

To create a friendly and challenging environment which encourages all children to take responsibility for their own quality learning and behaviour and to achieve this in partnership with the home and the community.

Aims:

Our school aims to provide an environment where individuals and classes:

- Take increasing responsibility for and ownership of their own behaviour.
- Respect the rights of others to be safe, happy and learning well.
- Respect and support cultural differences.
- Build positive relationships with all people in our school community.

At Coromandel Area School **EVERYBODY** has **RIGHTS**.

### **STUDENTS**

We all have a right to work, play and learn in a friendly, safe and helpful school.

### **TEACHERS**

We all have a right to teach in a friendly, safe and satisfying school which is supported by the school community.

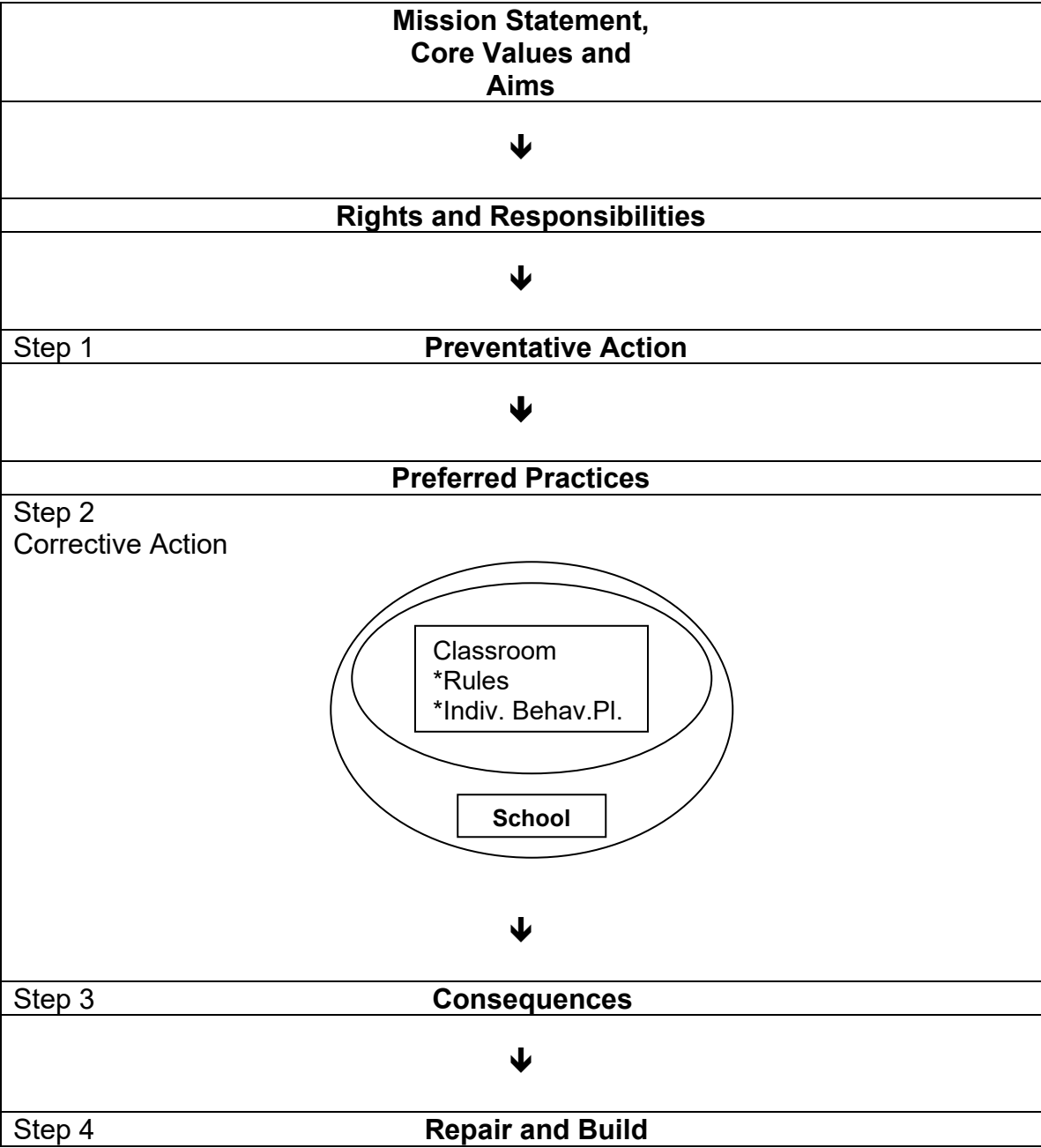
### **PARENTS**

We all have a right to feel welcome and to know that our children work, play and learn in a friendly, safe and helpful school.

At Coromandel Area School **EVERYBODY** has **RESPONSIBILITIES**.

It is our responsibility to **care** about ourselves, other students, parents, staff, belongings, our school and equipment. Here are some examples:

- |                         |                                |
|-------------------------|--------------------------------|
| *listen                 | *be honest                     |
| *help                   | *look after each other         |
| *try our best           | *try and understand each other |
| *discuss                | *respect others                |
| *encourage              | *work and play safely          |
| *be polite              | *take turns                    |
| *make time for others   | *share equipment               |
| *be on time             | *play fair                     |
| *help others understand | *co-operate                    |
| *help others belong     | *ask for help                  |
| *problem solve          | *ask for opinions and ideas    |
|                         | *have a go                     |



## **What are the four steps in our Behaviour Management Plan?**

### **Step 1                      Preventative Action**

Working together to establish boundaries, rules, routines, and expectations, (at the beginning of the year) and revisiting these often ensures that staff, students and parents / caregivers share the same understandings.

Fostering a safe and supportive environment enhances the opportunity for co-operation.

### **Step 2                      Preferred Corrective Actions**

These are best practice strategies which teachers use to address learning and behaviours in a positive way.

Applying such practices schoolwide ensures consistency of expectation, language and intervention.

### **Step 3                      Consequences**

Consequences are actions taken in response to behaviours.

Consequences are made known to the students and are consistent, fair and appropriate.

### **Step 4                      Rebuild and Repair**

This process attempts to rebuild positive relationships between staff and students following inappropriate choices. Repairing and rebuilding are integrally linked with maintaining the 'mana' of all parties. This aims to promote appropriate behaviour choices in the future.

## **Step One : Preventative Action**

### **Establishment Phase**

**The establishment phase is a crucial time in the development of a positive learning environment. It provides the opportunity to:**

- Clarify the schoolwide rules and routines
- Work together to establish a class agreement / class treaty based on shared rights and responsibilities
- Organize seating 'plans' or student groupings
- Clarify the teachers role
- Clarify the students role
- Clarify the classroom routines
- Decide on consequences for inappropriate actions (classroom / schoolwide)

### **Guidelines**

- **Establish a workable entry and exit procedure / routine**
- **Positive greetings and farewells**
- **Learn and use correct pronunciation of all names (use staff expertise to support you)**
- **At the beginning of the lesson, establish attention; initiate and sustain group attention**

### **Try:**

\*Signal / Cue

\*Wait or board cueing and wait

\*Step voice up (to gain attention)

\*Step down with tactical pausing and group scanning

\*Avoid overly raised voice

- **Avoid talking over significant noise in instructional phase or when seeking whole class attention.**

**Try:**

\*Use of tactical pausing

\*Give general whole class reminders – brief, visual, scanning, take-up time

- **Be sure to follow up day one to clarify expected behaviours.**
- **Deal with ‘early’ disruptions.**

**Try:**

\*Use non-verbal signals

\*Keep directions and reminders brief

\*Use ‘Least to Most Intrusive’ principles

\*Keep directions and reminders and behavioural not personal

\*Balance any correction with encouragement

- **Establish fundamental rights, responsibilities and classroom rules.**

**Try:**

\*Class discussions about valid rules

\*Keep rules simple

\*Few in number

\*Publish, and display (in classroom, corridors, hall, office, etc)

\*Teacher, encourage and enforce

\*Revisiting each term

- **Establish and monitor workable communication levels in class time.**

**Try:**

\*Discuss ‘level of ...’, ‘kinds of...’, ‘working noise’, ‘work talk’, ‘busy talk’, ‘partner voices’

\*Monitoring in a positive way

\*Balance corrective reminder(s) with encouragement

- **Create a seating plan**

**Try:**

\*Invite suggestions on who they can (productively) sit with

\*Alter / modify seating plan from time to time

- **Establish simple class routines**

**Try:**

- \*Use materials / resource monitors
- \*Use simple 'pack up' and 'clean up' routines
- \*Display visual reminders

- **Discuss being mindful or any cultural protocols that are relevant**

**Example:**

- \*No sitting on tables / desks
- \*Remove shoes where appropriate
- \*Karakia / prayer when and where appropriate
- \*Respect the sacredness of the head and the body



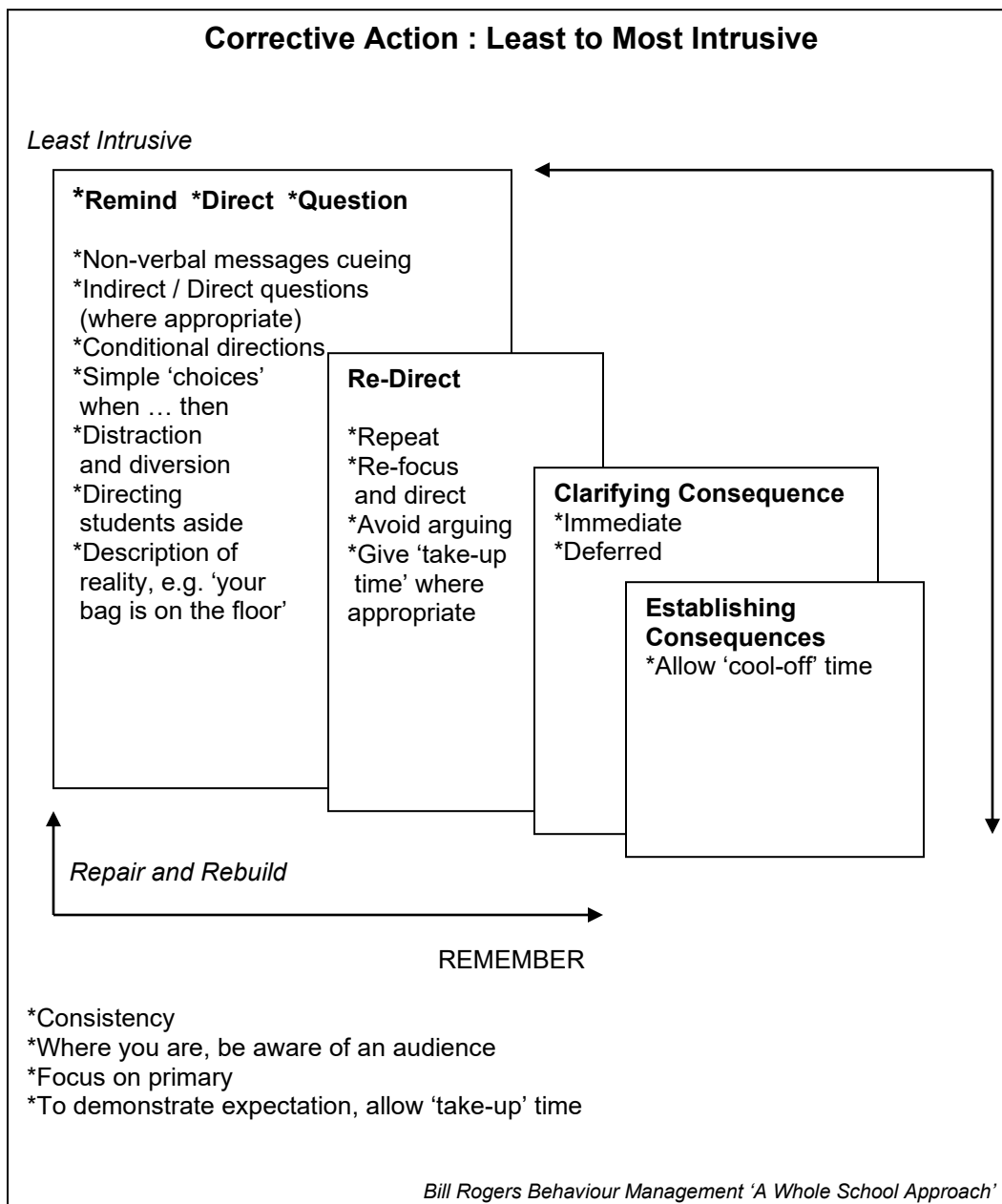
## Step 2 : Preferred Practices for Corrective Action

Following are the agreed 'best practice' teaching / behaviour modification strategies we aim to utilize at Coromandel Area School, in both classrooms and playground. All staff are responsible for upholding these practices.

Where ever possible 'catch students being good' and positive reinforce this.

Some examples are:

- Praise
- Smile
- Positive Referrals (reddies)
- Award sticker



### **Step Three : Consequences**

A consequence is an action taken in response to a particular behaviour. It can be positive or negative.

We need to be aware:

- i) that discussion can resolve a situation without the need for consequences.

- \*maybe one to one
  - \*small group
  - \*whole class discussions
  - \*with a mediator

- ii) of the purpose of consequences

- \*to highlight responsibility and accountability

- iii) of educational and moral considerations

- \*is the consequence related to behaviour
  - \*is it reasonable?
  - \*do we keep the mana of all intact?
  - \*what has been learnt from the consequence?

<b>Possible Behaviours Relating to the Intervention Pyramid</b>	
Level 4	<p>Persistence of earlier levels of behaviours, despite discussions and actions</p> <p>Lack of parental support for school's behaviour policy</p> <p>Persistent, recorded, serious violence towards others</p> <p>Persistent abusive language</p> <p>Persistent bullying despite discussions and actions</p> <p>Abusive sexual behaviour</p> <p>Physically assaulting an adult or child</p> <p>Lose self-control and need restraint to avoid hurting self, others or property</p> <p>Cause severe damage to property</p>
Level 3	<p>Teacher's log of pupils disruptive behaviour indicates an unacceptable loss of teaching time</p> <p>Persistence with earlier levels of disruptive behaviour despite discussions and actions</p> <p>Inciting others to disruptive behaviour</p> <p>Shouting down others including adults</p> <p>Bullying, verbal or physical violence</p> <p>Inciting others to bully</p> <p>Mild physical aggression towards others</p> <p>Vandalising others property, including school property, or work</p> <p>Cruel personal remarks, including racist comments</p> <p>Stealing</p> <p>Threatening others with dangerous objects</p> <p>Defying or disobeying an adult</p> <p>Persistently defying adults</p> <p>Running away from school premises</p> <p>Breaking equipment (e.g. breaking fire alarm glass / light fitting)</p>
Level 2	<p>Intentionally defacing / destroying materials or resources</p> <p>Spoiling or taking another's work</p> <p>Refusing to be quiet / still at listening times</p> <p>Make insulting comments, e.g. put downs / verbal outbursts</p> <p>Swear at another person</p> <p>Answering back to adults in a disrespectful manner</p> <p>Deliberate pushing, restraining or dominating in some way</p> <p>Intentionally taking others personal belongings without permission</p> <p>Unsafe use of apparatus</p> <p>Making others feel unsafe, e.g. pushing during a PE lesson</p> <p>Put down</p> <p>Using inappropriate language towards others</p>
Level 1	<p>Using a raised voice which disturbs others</p> <p>Talking loudly or repeatedly, during a listening or silent time</p> <p>Deliberately distracting others , e.g. nip pr poke</p> <p>Refusing to share materials / resources</p> <p>Monopolising teacher time / attention</p> <p>Fidgeting noisily during a listening or silent time</p> <p>Moving unnecessarily around the classroom, preventing own and others learning</p> <p>Initiating arguments within school</p> <p>Entering building at playtime / lunchtime when area is unsupervised, for no necessary reason</p> <p>Using 'bad language' to impress others or directed at others</p> <p>Unkind personal remarks to others, e.g. name-calling</p> <p>Pulling faces behind someone's back</p> <p>Looking into another's work tray, bag, etc</p> <p>Looking into toilets whilst others are inside</p> <p>Showing disregard for others personal space, e.g. work tray, bag</p> <p>Throwing an object at another person, which could injure others without deliberate intent</p> <p>Running inside school</p> <p>Swinging or waving an object that could hurt others</p> <p>Throwing sand</p>
Level 0	<p>Pupil respects the rights of self and others, is co-operative and self controlled</p> <p>Their behaviour is sensitive, thoughtful and polite</p> <p>Pupil is attentive and hard working</p>

Level	Suggested Consequences
Level 4	<p>Other agencies involved, e.g. Education Psychologist, school support team</p> <p>On-going, written and dated record of all disruptive behaviour to be kept which can be shared with pupil, parents and other professionals involved</p> <p>The Senior Management Team, whole staff, Board of Trustees and parents of the pupil to be informed of the current situation</p> <p>Senior Management Team and staff to monitor pupil's behaviour and meet to discuss the on-going situation as and when appropriate</p> <p>Meeting arranged between Senior Management Team, teacher and parents / guardians</p> <p>Senior Management Team to be informed and possible disciplinary / exclusion proceedings considered</p> <p>Exclusion from school visits</p>
Level 3	<p>All the strategies employed at Levels One and Two may be used, but in addition:</p> <p>Details of the incident to be recorded, dated and put on KAMAR pastoral records. Management informed.</p> <p>'Time out' either with another teacher or with the Senior Management Team</p> <p>Meeting between class teacher and parents / guardians arranged to discuss the pupil's behaviour</p> <p>Exclusion from school visits or parent asked to accompany child</p> <p>Child is referred to RTLB</p>
Level 2	<p>All the strategies employed at Level One may be used but in addition:</p> <p>The teacher will talk individually with the pupil and a verbal or written statement of specific acceptable behaviour is agreed for the pupil with the teacher</p> <p>The teacher will talk informally to the pupil's parent / guardian</p> <p>Possible 'time-out' with the classroom or with another teacher</p> <p>The pupil misses a privilege / series of privileges</p> <p>A letter of apology is written to the offended person</p>
Level 1	<p>The pupil is reminded of the school rules individually</p> <p>Recall and discussion with the class of the class / school rules (rule reminders)</p> <p>The offenders are given time to talk the issue out together and agree what they are going to do about it</p> <p>The consequence should relate to the offending behaviour</p> <p>Class discussion of the behaviour and the feelings it evokes</p>
Level 0	<p>Positive reinforcement with appropriate comments and specific feedback, certificates and reddies</p> <p>Pupil given a responsibility, e.g. monitors</p> <p>Pupil success is shared with other pupils</p> <p>Staff colleagues involved in celebrating the pupil's achievements</p>

## Step Four : Repair and Rebuild

### Following-up with the Students Beyond the Classroom Setting

- Consider whether the follow-up requires an 'after class chat' or a more 'formal' one to one session

Staff should:

\*be aware of ethical and moral issues when dealing with students on a one to one basis

\*'calm' self before 'calming' child

\*avoid 'rushing' the dialogue

\*'open' body language

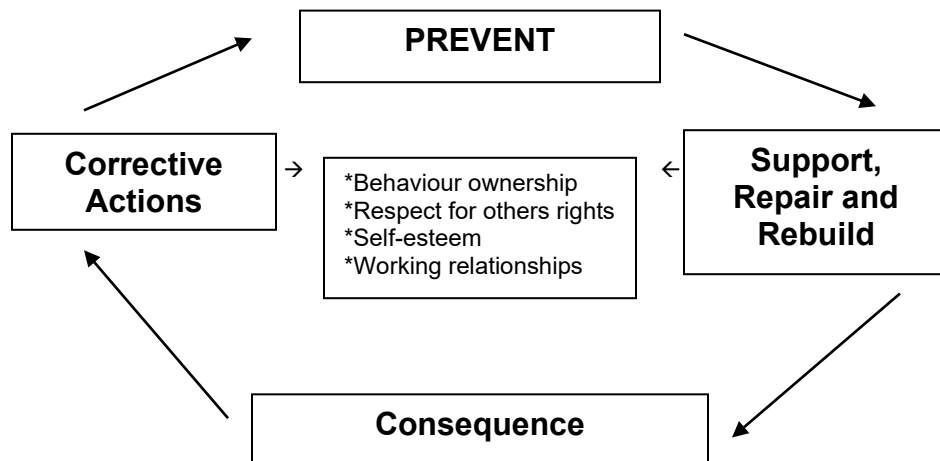
\*avoid crowding personal space

\*avoid arguing

\*keep the focus on the primary behaviour / primary issues

\*use a pleasant tone

- Tune into how the student was feeling at the time of the incident
- FOCUS** the student back to specific behaviour(s). Explain how these behaviours affect the rights and learning of others. Address the behaviour, or issue, rather than personalizing it.
- Discuss and model appropriate behaviour then reflect on the students behaviour that was exhibited.
- Invite feedback (and / or right of reply) from student:  
Invite verbal or written feedback from the student.
- Keep an accurate record of a situation(s). This will be useful for parent meetings, Senior Management Team or other agencies.
- Ensure the mana of all parties remains intact.



Please remember, do not feel you are on your own. In using these guidelines, remember to share any difficulties with a trusted colleague.

<p><b>To the Wrong Doer</b></p> <ul style="list-style-type: none"> <li>*We're here to talk about it</li> <li>*What happened?</li> <li>*What were you thinking at the time?</li> <li>*What have you thought about since?</li> <li>*Who do you think has been affected by what you did?</li> <li>*In what way?</li> <li>*What do you need to do to make things right?</li> <li>*How can we make sure this doesn't happen again?</li> <li>*What can I do to help you?</li> </ul>	<p><b>To the Victim</b></p> <ul style="list-style-type: none"> <li>*What did you think when it happened?</li> <li>*What have you thought about since?</li> <li>*How has it affected you?</li> <li>*What's been the worst of it?</li> <li>*What's needed to make things right?</li> <li>*How can we make sure this doesn't happen again?</li> </ul>	<p><b>When Stuck</b></p> <ul style="list-style-type: none"> <li>*Was it the right or wrong thing to do?</li> <li>*Was it fair or unfair?</li> <li>*What exactly are you sorry for?</li> <li>*You didn't answer my question?</li> </ul>
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